

Route to



◀ **Wintry Mantle at Washington Monument**

	Page
Cost of Building a Classroom	34
Thousands of Children Not in School	35
An International Core—A Challenge	36
Begin With the People for Better Schools . .	40
Progress Report of Elementary Science . . .	42

Yes, Today's Schools Are Good Schools!

by Herold C. Hunt*

IT IS TO the State and local units of government and more especially to the people which these governments represent that one must turn if problems confronting the schools are to be met. Membership on State and local boards of education should universally be regarded as positions representing the most important civic trust and responsibility that a people can bestow. Of old the rabbis used to say, "The life of a nation is to be found in the breath of its children." And so it is today—a mandate, therefore, to consecrated service to youth everywhere . . . I REGRET the necessity of listing attacks on the schools as a major problem today. I am mindful that these are by no means uncommon in the history of public education. . . .

INDEED SCHOOLS TODAY are not as they used to be and, frankly, they never were, for that matter. Because we evaluate through our own experiences, it is not difficult to understand why agitators find it relatively simple here and there to arouse public opinion. We as school people have not done as good a job as we should in interpreting the schools to parents and to taxpayers. Ours is the responsibility and obligation to acquaint all who are in any way connected with the educational process of its objectives, its purposes, and how it operates. . . .

WHILE THERE ARE truly many major problems confronting school administrators today, I can think of no time when education has ever been more challenging than now. The problems themselves make our jobs attractive. WITH ALL OF the problems confronting us, it remains that today's schools are good schools and that they are better than the schools of yesterday. The gains made by our schools during the last half century are unmistakable.

- Today our schools do a more effective job of teaching the 3 R's.
- Today they develop pupils who are better equipped to earn a living.
- Today they invest more in our children's future. Thus, the nation-wide average expenditure per school pupil is ten times greater today than it was in 1900.
- Today they hold pupils for a longer period of time.
- Today they offer pupils a much richer and more varied program of studies and activities.
- Today they require much better education and training of teachers.
- Today they cooperate more fully with the home and community.
- Today they put a great deal more emphasis on human relations and international understanding.
- Today they develop new materials of learning continuously.
- Today they strive to shape school work to the child's ability and needs.
- Today they utilize such modern devices as motion pictures, radio, television, and recordings.
- Today they have replaced the little red schoolhouse, and other inadequate school plants of the past with large, modern, well-equipped school buildings.
- Today they provide many important special services, largely unknown at the turn of the century. Among these are health and safety instruction, vocational training, and education for the handicapped.

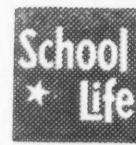
YES, TODAY'S SCHOOLS are good schools. Solving the problems confronting them, however, will make them better!

* * *

FROM A PRESENTATION by Herold C. Hunt, Eliot Professor of Education, Graduate School of Education, Harvard University, before the thirtieth Annual Meeting, American Council on Education, October 8, 1953, Washington, D. C.

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Cover photograph: Wintry Mantle at Washington Monument, taken by the Editor after the snowfall of November 7, 1953.

CONTENTS for December 1953

Volume 36

Number 3

	Page
Statement of Samuel Miller Brownell	33
What Does a School Building Cost? RAY L. HAMON and NELSON E. VILES	34
Thousands of Migrant Children Not in School! PAUL E. BLACKWOOD	35
An International Core—A Challenge to Education, OLIVER J. CALDWELL	36
America-Alert! DANA B. ROBLEE	37
Class Size in High School English, ARNO JEWETT	38
Begin With the People	40
Progress Report of Elementary-School Science, GLENN O. BLOUGH and PAUL E. BLACKWOOD	42
America's Great Voice, WARD W. KEESECKER	43
New Books and Pamphlets	48
Educational Aids From Your Government	Inside Back Cover
Common Core of State Educational Information	Back Cover

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U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

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THE OFFICE OF EDUCATION was established in 1867 "for the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories, and of diffusing such information respecting the organization and management of schools and school systems and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country."

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Left to right: Herbert Brownell, United States Attorney General, Parke Banta, General Counsel, U. S. Department of Health, Education, and Welfare, Samuel Miller Brownell, U. S. Commissioner of Education, Mrs. Oveta Culp Hobby, Secretary of Health, Education, and Welfare, and Mrs. Herbert Brownell.

First Statement of Samuel Miller Brownell As United States Commissioner of Education

SAMUEL MILLER BROWNELL became the 13th United States Commissioner of Education on November 16, 1953.

Dr. Brownell, who succeeded the late Lee M. Thurston, of East Lansing, Mich., took his oath of office in the presence of Oveta Culp Hobby, Secretary of the United States Department of Health, Education, and Welfare, and his brother Herbert Brownell, United States Attorney General and Mrs. Herbert Brownell.

Also present for the special installation ceremony were high officials of the Government and representatives of major educational organizations.

On the day he assumed the duties of his new position, Dr. Brownell prepared the accompanying statement for television purposes. *SCHOOL LIFE* presents it as Commissioner Brownell's first report to the profession and the public from his new post in the Office of Education.

I assume the office of Commissioner of Education fully conscious of the fact that education is a State responsibility which the States have wisely delegated in large part to the local communities. I am also very much aware that there is a national concern about this education because the effectiveness of America's greatest national resource—its young people—is dependent upon the amount, the kind, and the quality of education they receive from whatever source. The Office of Education was established to collect and diffuse information which would assist and promote the improvement of education. It is doing much in that direction. It will be my job to see that this work is continued and made ever more effective. I shall, therefore, expect to spend much time in study of what is being done, and what are the problems facing those concerned with State and community educational activities.

The need for educational facilities—buildings, equipment, and qualified teachers—is a most evident problem. The increasing number of students must be cared for. No one that I know of would want the young people of this generation to have poorer educational advantages than their parents. Yet, unless we do better than at present, that will be true in many parts of this land. We know these young people need better education because they have to meet more complex problems than the present generation. It is therefore obvious that the Office of Education needs to assist States and local communities in their efforts to provide the thousands of added teachers and classrooms to do this job. I am sure that the Office will continue to work with community and State school officials, as well as the many lay professional organizations who are helping to show what are the facts about school and teacher needs and to see that these needs are supplied. It will also help them in their efforts to make able young people see the significance of teaching, and help in those activities which will make teacher education and teaching in the communities attract and retain more such persons for the schools.

There is one other interest of mine that I am sure is shared by all in the Office of Education, by educators, and by laymen interested in education. It is the content and spirit of education. I am much more concerned about what is learned, how well it is learned, and for what it is being learned than that those who study go through the motions for any given length of time. It is my hope that the Office of Education can devote much of its energies to helping in those activities which will make education in this country develop more understanding, more devoted, and more competent citizens for the kind of American democracy that we all hope for.

What Does a School Building Cost?

by Ray L. Hamon and Nelson E. Viles
School Housing Section

THIS INFORMATION on school building unit costs was derived from Office of Education data developed from the Controlled Materials Program. These data provided information on total costs, square footage, time of starting, number of classrooms, and the amounts of critical materials used. This report, however, is limited to public elementary and secondary school building unit cost data.

Original cost estimates made at the time of application for allotments of building materials were later checked by a follow-up study after the buildings were erected or substantially completed. Of the 3,003 buildings reported herein, follow-up checks were made on 98 percent of the cases. The Office provided reporting instructions in an attempt to obtain comparable data, and spot checks indicate a fair degree of accuracy.

The original reports included data on building additions, on remodeling, and on some mixed-type construction. Because of difficulty in making valid comparisons on such building projects, however, they are not included. This report on school building unit costs is limited to new school buildings.

Types of Schools.—Data included in this report cover public elementary and secondary (junior and/or senior high) schools without indicating the grades taught in each. Information is available on separate junior high schools. In a few instances, the number of secondary school building cases in certain categories was limited; thus it seemed advisable to combine the secondary schools.

Types of Construction.—As per instructions, buildings were classified as:

Fire-resistive—Construction entirely of fire-resistive materials, or with



COMMUNITIES throughout the Nation built approximately 50,000 new classrooms last year. The year before they built about 47,000. Another 50,000 classrooms will be constructed this year.

What classrooms cost, therefore, is of vital interest today in town and city as school administrators and teachers exert every effort to provide the kind of classroom environment all children should have.

SCHOOL LIFE presents this information in outline and summary fashion from records submitted to the Office of Education by school systems during the Korean emergency period when certain critical materials had to be safeguarded for defense purposes, but were allocated, as required, for educational construction. This is the first time that facts and statistics of this type—for the Nation as a whole, and for geographical regions—have been available.

fire-resistive bearing and partition walls, floor slabs, stairways, and ceilings.

Semifire-resistive—Fire-resistive bearing walls, corridors, and stairways, with ordinary construction otherwise.

Combustible—All frame, or fire-resistant veneer on wood frame, or fire-resistant bearing walls, and otherwise combustible construction.

Square Foot Areas.—Gross floor area of each building was computed as the sum of the square feet of all floors within the building perimeter at the respective floor levels.

Classrooms.—The term "classrooms" includes regular classrooms and special classrooms such as laboratories, homemaking, art, music, business education, and shops of various types. Gymnasiums, auditoriums, lunchrooms, and other general-use rooms were reported separately, and regardless of their use were not counted as classrooms.

Time of Construction.—All of the 3,003 school buildings included in this report were erected during the time of, and with materials allotted under, the Controlled Materials Program. Applications to start work came principally between July 1951 and September 1952, with a few as early as June 1951, and a few as late as November 1952. During this time there was an increase in building costs of a little over 6 percent. This difference did not seem to justify adjusting all costs to a common cost level.

Costs of Projects.—Costs are exclusive of land, professional fees, furniture, and equipment which is not an integral part of the building. The cost data as reported herein are, therefore, quite different from the total capital outlay expenditures for complete school plants.

Source of Data.—The original data on the number of buildings, the number of classrooms, the types of construction, the square feet of floor area, and the costs were

(Continued on page 44)

Thousands of Migrant Children Not in School!

What are some States and communities doing about it?

by Paul E. Blackwood, Specialist for Elementary Education

WHEN SCHOOL started last fall thousands of children of agricultural migrant workers were not present in school. There are various reasons why they were missing. Maybe their parents thought the family would be moving soon, and they felt it wasn't worth the trouble to start. Maybe the parents did not know the children were expected to go to school. Perhaps they knew but did not feel that the children were really welcome. Maybe they wanted the children to be in school but did not have suitable clothes for them to wear. In a few instances children were probably working in the crops during school hours.*

During the months since school started many families have moved from one community to another. Some have moved several times. In many instances, the children have not enrolled in school in the new communities. The reasons may be the same as those mentioned above.

A major problem, then, of States and local school communities is how to get migrant children into school so that educational opportunities may be made available to them. Throughout the country school leaders are working on the problem.

One way of encouraging attendance is through letters prepared for distribution to all teachers and school administrators in the affected areas reminding them of the anticipated arrival of migrant children, of the responsibility of the school, and suggesting some specific ways to help the children when they attend school.

Letter to Teachers

The county superintendent of Morgan County, Colo., used a letter to teachers to good advantage. The letter follows.

*The employment in agriculture of migrant workers under 16 years of age during school hours is illegal according to the Amended Fair Labor Standards Act, effective in 1950.

To All Morgan County Teachers:

If you have taught in Morgan County, you are aware that many migrant families come in to our area in the spring. This year 1,650 workers are expected in April. This number does not include children under 14. In other years most of these children have not entered our schools. This year with the cooperation of the Great Western Sugar Company, the school administrators of the County are inviting these families to send their children to school; we are assuring them that they will be welcome. The Great Western field men are handing out our letters in Spanish giving this information.

This plan cannot succeed without your cooperation. You and your pupils in your room are the ones that will help us make this welcome sincere. Too often these children are poorly prepared or have not been to school. Let us not add to their confusion by calling attention to these deficiencies. Do not strive to teach them all they may have missed; neither do we want them to sit neglected. If these children can see that school is a happy place where they can learn, we are hoping that they will want to enter next fall at the beginning of the term. Although some may be "behind" in reading and arithmetic, remember they can contribute. They have traveled. Let them tell about places they have seen, things they have done, how they travel, etc. They often do well in music, art, and physical education.

Children should be assigned to show new pupils the locations of the lunch rooms, to explain other school routines, bus procedure, etc. Most of the children understand English. Your pupils can cooperate further by inviting children living near them to come to school even if it is almost over.

If you need desks, let me know. We have

old type desks available in various sizes. Rural teachers, I have in the office review workbooks so that you may give a child something constructive to do at his level of achievement. If you see a need for clothing, call me.

Your cooperation will be much appreciated by me and by your local administrator.

*Sincerely,
County Supt. of Schools.*

Letter to School Officials

In Pennsylvania, the Department of Public Instruction has sent a letter to school officials to help them prepare for the reception of migrant children in school. The content of this letter is somewhat different from the superintendent's letter to teachers in Morgan County, Colo.

To School Officials in Areas Having Migratory Workers With School Children:

In certain areas of Pennsylvania there are times during the year when migratory families with children of compulsory school age arrive for the purpose of seasonal employment. The General Assembly of Pennsylvania has recognized the need for educating these children and has placed the responsibility for their education upon the school district where they are temporarily domiciled. For the convenience of school officials, we are reviewing items which are important in connection with the education of migratory children.

The law requires that the school census include migratory children. A migratory child, as defined in Section 1326 of the School Laws, is a child who is domiciled temporarily in any school district for the purpose of seasonal employment and any child accompanying his parent or guardian who is so domiciled. The law also requires

(Continued on page 44)

An International Core— A Challenge to Education

by Oliver J. Caldwell, Assistant Commissioner for International Education

MY DAUGHTER is one of hundreds of thousands of young Americans who will graduate from high school this year. She expects to go on to a good college next year. She is a good student in an excellent public school. But at the age of 18 she will pass through the ceremony of commencement on to the threshold of maturity, with very little preparation for living in an international world.

Americans today have responsibilities they did not have 30 years ago; yet I can see little difference between the curriculum she has followed for more than 11 years, and will follow for at least 5 more years, and that to which my generation was exposed. The world has changed, America has changed, but in many schools the curriculum and the textbooks have not kept pace with our changing society. I realize that there are many changes in many schools, yet I wonder if in general our schools have effectively met the challenge of a changing world.

More Effective Citizens

It isn't a matter of training Americans for world citizenship. It is a matter of making young Americans more useful and effective citizens in an America which has emerged during this century from the status of a second-class power to a position of world leadership and responsibility unparalleled in history. Whether or not we succeed in fulfilling the new responsibilities we face as a nation depends in a large measure on possessing as a foundation for our foreign policy two things: an intelligent, informed, and dynamic public opinion, and an adequate number of citizens properly trained to serve at every level, and in many capacities, both in the Government and out of it, in positions related to our international relations and responsibilities.

It may be objected that our major responsibility is training good citizens within the framework of local, State, and National obligations, rather than in an international framework. But I don't think it is an "either-or" proposition. I suggest that we could do a better job of citizenship training all along the line.

One important responsibility of our public education is to develop citizens who are intelligently and accurately informed about the nature of the world in which they live, so that they may make up their own minds regarding the major world issues we face as a nation. We should also be training large numbers of people to work in the international field both here and abroad. We are not fully successful on either front, and I believe our failure is at least in part a result of a curriculum which is inadequate for this purpose.

The stage on which our children will play their parts is the whole world. Soon (in eyes of history) this stage may be Space, where our lamp, the sun, is hung. Like children we all are playing with enormous energies, the forces of creation, which are potentially capable either of destroying us or of carrying us into an age of immense and richly rewarding adventure, the like of which man has never known. Awareness of these facts is in the ground swell of our consciousness. The writers of our comic books are sometimes more perceptive, although under less public obligation, than the writers of our textbooks.

Recently I inspected a new world history designed for use in high schools. Of some 500 pages, only 20 ventured east of Suez. Of course, there were numerous casual references to Asiatic and African peoples, but generally on the basis of their impact on our ancestors. It seemed to me egocentric and a poor introduction to the modern world and its problems.

One of the reasons why more is not done to develop a more realistic kind of education for our children is the timidity created by the attacks on UNESCO. What I propose has nothing to do with world citizenship in the political sense. I am concerned by the need to strengthen our defenses, by enabling young Americans to work more effectively in the kind of world in which they find themselves.

During the Second World War the Armed Forces found it necessary to establish many special training schools which crammed a working knowledge of many languages and strange cultures into hundreds of thousands of men in uniform. This knowledge was necessary to the winning of a war, and it had not been provided by our formal educational establishment. Such knowledge is at least as important to the winning of the peace, but the mass training by the Defense Departments ended long ago, and in spite of the establishment of a few graduate schools specializing in area studies, and a few other stirrings here and there, the American profession of education has failed to grasp the challenge of the present scene.

The Big Problem

The big problem is how to get up a new head of steam. We need a basic review of the philosophy of public education in relation to our new obligation as responsible participants in the world. Out of this review should come a new concept of the function of education in developing Americans for citizenship in a rapidly changing world. The next step would be a modification of our basic curriculum at all levels to include courses and materials based on the realities of the world in which we live. Then our teacher-training institutions and our universities would need to change their

(Continued on page 45)

America-Alert!



by Dana B. Roblee, School Relations Officer, Federal Civil Defense Administration

THE OPERATION, which has been designed to prevent recurrence of broadcast signals being useful as homing devices for enemy aircraft, has been given the title "CONELRAD"—an abbreviation for CONtrol of ELECTROMAGNETIC RADiation. Under the CONELRAD system, all regular AM, FM, and TV programs will be discontinued. All participating stations will lose their normal broadcasting identity; they will readjust to a low broadcast power and fixed kilocycle setting. All broadcasts will be received on AM (Standard) radio dial settings of 640 and 1240. These are the kilocycle settings agreed upon for air raid programs by the Nation's broadcasters working with the Federal Civil Defense Administration, the U. S. Air Force, and the Federal Communications Commission.

To receive programs in an emergency period, dials must be tuned to one of the designated settings. In larger cities a radio may pick up the waves from half a dozen local transmitters—as many as reach the antennae under the standard broadcast range; however, the broadcasts will be precisely synchronized so that a shift from one station to another will not interrupt continuity of the program over the receiving radio. As direction of the source is shifted from one transmitter to another, usefulness of the radio waves as navigational aids to approaching bombers is reduced to a minimum. In smaller communities listeners will hear their local station interpose radio silence between broadcasts as part of the "planned confusion" to an attacking enemy aircraft.

Not only does CONELRAD render beams useless as navigation aids to enemy aircraft; it has positive values as well. It maintains a channel of communication which helps to prevent families and occupants of air-raid

shelters from feeling isolated. It enables civil defense authorities to advise and direct households and other groups on protective measures to be taken. Over their radios, listeners, under tension in homes and public air raid shelters, will receive clear unimpassioned instructions from a command post. The danger of panic engendered by solitude will be lessened. In short, listeners will find CONELRAD to be a source of responsible guidance and information in event of an attack on the American homeland.

Effectiveness of CONELRAD in withholding the navigational aid that enemy aircraft might get from radio beams is assured by the ingenious mechanics of the plan. However, its contribution to the security of our civilian population will depend in large measure on the active cooperation of the Nation's school and youth organizations. Will the American population—all ages—come to realize fully the importance of this system of radio communication in times of danger? Will knowledge of CONELRAD'S operation—its key dial settings and its planned service in disaster situations—become a common learning of *all* American people?

Consideration of the CONELRAD system brings into focus the interdependence of man and the effectiveness he realizes through group solidarity and cooperation. Resources of responsible citizens have been preorganized to carry out the CONELRAD plan. A radio warning may originate at a faraway point. The message of impending danger and directions for meeting disaster are sped over channels of communication to home radios.

Here is protective citizenship in action!

There are compelling duties—social opportunities—particularly adapted to young persons' interests and activities which will

bring CONELRAD to high effectiveness in national protection. For example, how will the key points—640 and 1240—on radio dials be made ready for instant use on every radio? By flagging the points on the dials. The FCDA has designed a small sticker that may be attached to the glass or plastic coverings of radio dials. If these markers are placed on every automobile and home radio, a tremendous national service will have been performed.

In contributing to this important part of the CONELRAD program, opportunities for many educational values are brought to the fore. It is an educational resource for a wide variety of projects such as: (1) Class consideration—exploration and discussion—of conditions which have brought about development of the CONELRAD plan; (2) student's working cooperatively in a joint project with the parent-teachers organization to render the community prepared for a civil defense emergency; (3) developing social skills in getting cooperation of owners in flagging the key points on their radio dials; or (4) getting wide dissemination of information about the use of CONELRAD through all possible channels—school and community newspapers, assembly programs, posters, etc.

For older pupils, CONELRAD understandings suggest new horizons in areas of communication and air navigation. The how and whys of the system pose a challenge to the scientific minds of secondary school pupils. They want to know: (1) The mechanics of the process by which radio beams may be helpful to enemy aircraft; (2) how CONELRAD has a confusing effect on enemy bombers using radio beams for guidance; or (3) why CONELRAD provides for power and kilocycle standardization of broadcasts. In these and

(Continued on page 46)

Class Size in High School English

by Arno Jewett, Specialist for Language Arts

OUR CLASSES are too large to get proper results, a high school principal declared recently. "Large classes limit the individual attention any teacher can give to student difficulties. Perhaps this is one of the reasons why many of our faculty members appear tired and worn out. I believe far more efficient work can be done with classes limited to 25."

Most of the research on effects of class size on learning was done between 1920 and 1935. Results of this research generally indicated that pupils in large classes were not handicapped in their subject-matter achievement as measured by standardized tests. Classroom teachers, however, are not convinced that large classes are as desirable as smaller classes for developing pupils' personality traits, citizenship qualities, social behavior, and even academic skills.

Most experienced high school English teachers in schools with over 500 enrolled seem to think that the ideal size for a language arts class is 25 students. This belief was reported in a study by Ellsworth Tompkins in 1949.¹ These teachers, who had median seniority in their English department in public high schools of over 500, believed that classes with more than 30 pupils were too large for efficient instruction.

However, in spite of professional opinions and controlled research on class size, no one knows how large a high school English class should be in order to obtain optimum learning by students at the lowest cost per pupil and the least wear and tear on the teacher.

There is probably no maximum class size which is equally desirable for all teachers and all schools. Energetic, healthy, intelligent teachers who know how to adjust their teaching methods and assignments according to varied pupil needs and interests may

¹ Ellsworth Tompkins, *What Teachers Say About Class Size*, Office of Education Circular No. 311 (Washington, 1949), pp. 3-5.

be able to instruct classes of 35 or more students, provided certain instructional resources are available. These aids include adequate classroom space, a diversity of teaching materials, and readily accessible information on the social and educational background of each child.

Besides class size, total teaching load is a factor in a teacher's ability to teach large classes effectively. Time necessary for classroom preparation, for extracurricular leadership, for routine clerical duties, and for curriculum revision is another factor. If extraclass responsibilities are heavy, if teaching materials are meager, if the teacher is inexperienced, and if a wide range of abilities and interests exists within the class, 25 students is probably a much more desirable class size than 35 students.

What are the facts concerning class size in secondary school English classes? The Educational Research Service of the American Association of School Administrators and Research Division of the National Education Association reported that for 1949-50 the median size of classes in 11 English departments in secondary schools in cities

between 30,000 and 100,000 was 30.2 pupils in the junior high school and 27.9 pupils in senior high school. In cities between 100,000 and 500,000 the median size of English classes in junior high schools was 31.8; in senior high schools, 28.7. In cities of over 500,000 the median size of English classes in junior high schools was 35.6; in senior high schools, 31.6.² The Educational Research Service reports, ". . . it appears that smaller school systems generally have smaller classes at all school levels."³

Statistics concerning median class size in English, however, do not reveal the extent to which large classes in English are to be found in American public high schools. (In this paper a *large class* will denote one containing 30 or more students; a *small class* will denote a class with fewer than 20 students.)

² National Education Association, Research Division and American Association of School Administrators, *Size of Class in 185 Public-School Systems in Cities 30,000 to 100,000 in Population, 1949-50*, Educational Research Circular No. 6, 1950 (Washington, 1950), p. 7.

³ *Ibid.*, p. 6.

Table 1.—Class size in English in junior high schools with over 300 enrolled, by region

Region	Total number of classes	Classes with 0-9 pupils		Classes with 10-19 pupils		Classes with 20-29 pupils		Classes with 30-39 pupils		Classes with 40-49 pupils		Classes with 50 or more pupils	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Northeast ¹	2,426	7	0.3	92	3.8	813	33.5	1,440	59.4	74	3.0	...	...
North Central ²	1,678	8	.5	66	3.9	624	37.2	943	56.2	30	1.8	7	0.4
South ³	1,799	...	...	56	3.1	462	25.7	1,099	61.1	171	9.5	11	.6
West ⁴	1,768	1	.1	75	4.2	337	19.1	1,293	73.1	62	3.5	...	...
United States	7,671	16	.2	289	3.8	2,236	29.1	4,775	62.3	337	4.4	18	.2

¹ Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania.

² Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, Kansas.

³ Delaware, Maryland, Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida, District of Columbia, Kentucky, Tennessee, Alabama, Mississippi, Arkansas, Louisiana, Oklahoma, Texas.

⁴ Montana, Idaho, Wyoming, Colorado, New Mexico, Arizona, Utah, Nevada, Washington, Oregon, California.

To determine the percentage of English classes of various sizes in American public secondary schools enrolling over 300 pupils, the author obtained replies from English teachers in 850 junior, senior, and 4-year regular high schools. This information was included in the responses to a detailed questionnaire "Provisions for Rapid- and Slow-Learning Pupils," which was sent to 1,200 public secondary schools enrolling over 300 pupils. Combined junior-senior high schools were not included in the study. Data on class size in a total of 16,871 English classes in high schools representative of all regions of America were obtained.

As shown in table I below, only 3.8 percent of the English classes in junior high schools of over 300 in the Northeast section of the United States range in pupil size from 10 to 19; but 59.4 percent of the classes enroll from 30 to 39 pupils. Three percent of the classes contain from 40 to 49 pupils.

Slightly lower percentages of large classes in junior high schools of over 300 were found in the North Central region than in other regions. Classes having 30 to 39 students constituted 56.2 percent of the English classes reported by schools in that region.

In the South, 61.1 percent of the junior high school English classes ranged from 30 to 39 pupils. Classes between 40 and 49 made up 9.5 percent of the classes in the sample population.

The largest percentage of classes enrolling 30 or more students in junior high school English classes was found in the West. As shown by table I, 73.1 percent of the English classes in schools over 300 were between 30 and 39 in pupil size; and 3.5 percent were between 40 and 49 in pupil size.

In 3-year senior high schools over 300, English classes were generally smaller than in other types of schools. In the Northeast and North Central regions more than half of the classes in 3-year senior high schools ranged from 20 to 29 pupils. Classes between 30 and 39 pupils constituted 26.5 percent of the English classes in the Northeast and 25.2 percent in the North Central regions. However, classes in the South and West were considerably larger. In the South the percentage of classes between 30 and 39 pupils was slightly larger than the percent of classes between 20 and 29 pupils; the percent of classes having be-

Table II.—Class size in English in 3-year senior high schools with over 300 enrolled

Region	Total number of classes	Classes with 0-9 pupils		Classes with 10-19 pupils		Classes with 20-29 pupils		Classes with 30-39 pupils		Classes with 40-49 pupils		Classes with 50 or more pupils	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Northeast ¹ ...	1,032	17	1.6	150	14.5	582	56.4	273	26.5	10	1.0	...	...
North Central ¹ ...	688	13	1.9	87	12.6	415	60.3	173	25.2	...	...	...	...
South ¹ ...	714	7	1.0	68	9.5	302	42.3	303	42.4	34	4.8	...	...
West ¹ ...	349	...	...	36	10.3	141	40.4	166	47.6	6	1.7	...	...
United States...	2,783	37	1.3	341	12.3	1,440	51.7	915	32.9	50	1.8	...	...

¹ See footnotes, table I.

tween 40 and 49 pupils was 4.8. Again the highest percentage of large classes was found in the West, which reported 47.6 percent of its classes as enrolling 30 to 39 pupils. In the Northeast, over 16 percent of the English classes were reported as having fewer than 20 pupils. (See table II.)

In 4-year regular high schools of over 300, more English classes were large in the Northeast and North Central regions than in the 3-year senior high schools in these regions. However, the South and West reported a lower percentage of large classes in the 4-year high school than in the 3-year senior high school. In all regions except the South, small classes (below 20 pupils) made up approximately 10 percent of the total number of English classes.

In what size community are the largest English classes likely to be found? The answer is that they are much more prevalent in cities over 500,000 than in cities and towns below that size. Classes with over 30 pupils in cities over 500,000 in the Northeast are much more common than in other cities and towns in the same region. Seventy-three percent of the English classes in Northeast cities over 500,000 range in size from 30 to 39; in the North Central region, 61 percent of the English classes in cities over 500,000 range from 30 to 39. Although only 54.5 percent of the English classes in cities over 500,000 in the South were between 30 and 39, over 20 percent of the English classes contained 40 or more pupils.

In cities over 500,000 the largest percentage of English classes enrolling 30 or more students was found in the West. Almost 80 percent of the classes were 30 or more in size. Seventy-seven percent of the English classes in these cities ranged between 30 and 39.

These facts concerning class size suggest

numerous questions relating to English instruction. How do classes over 30, 35, or 40 affect the learning of basic communication skills under the average teacher? How do large classes in language arts influence the teacher in the kind and amount of written assignments she gives her students? How do large classes affect the morale and health of beginning teachers, as well as experienced ones, and their willingness to remain in the profession? In a study of the supply of teachers in California, James C. Stone has reported that "A number of teachers with regular credentials and with one to three years of teaching experience are resigning each year because of the fact that beginning teachers are often given larger classes and more exacting assignments than experienced teachers."⁴

However, there seems to be little hope that English classes will become smaller during the next 5 to 10 years. Three out of every five classrooms are overcrowded. School construction is falling behind classroom needs. Holding power of the high school is increasing. And the first great wave of war-born youth is surging from the doors of the elementary school into the already overflowing rooms of the junior high schools. According to statistics released August 26, 1953, by the Commissioner of Education, U. S. Department of Health, Education, and Welfare, public and private secondary schools will enroll 7,302,000 students this year. This figure represents an increase of 274,000 over last year.

There is even some evidence that fewer college students are completing professional requirements necessary to qualify themselves as high school teachers of English.

⁴ James C. Stone, "Supply and Demand: Certified Personnel in California Public Schools, 1953, With Forecast for 1958," *California Schools*, July 1953, p. 294.

(Continued on page 46)

Begin With Many Communities Use Citizen Po

"What would you do if you were in charge of the public schools in your community?"

"Do you consider today's teachers well-trained?"

"Do you think children read as well as you did when you were a child?"

"Should schools prepare students for a definite job?"

In the use of a public opinion poll to determine the views of their citizens, many school systems have found a valuable tool to build more effective community information programs. A poll determines the problems that exist. It shows where the school may have been failing in its purpose, where it has succeeded, and where it may be misunderstood because it has failed to get its story across. When the school knows what the preconceived ideas and evaluations of its citizens are, it is able to base its public relations on facts rather than guesses. A factual survey not only provides information important for present administration and future school development, but also brings the school to the home and the home to the school. It stimulates community interest and cooperation in working for better schools.

A Good School

A good school is one that meets the needs of its youth as individuals and members of society. In pioneer days there was no question about the part the school played: it taught the three R's, and the close-knit community and family provided the rest. During the 19th century, the country grew, the school became less integrated with the community, and there was little in common between what was taught in the school and life in the community.

Two World Wars and enormous technological and social changes lessened the gulf

between schools and community life. Citizens associations for the schools grew; school surveys were made; the schools initiated vocational training, established courses in such subjects as music appreciation and public speaking, and accepted responsibility in training youth in citizenship, discipline, honesty, family life.

Far From Perfect

However, as the daily paper points out, the picture is far from perfect. Often schools are hampered by out-of-date State laws and constitutions and by local tradition. The instability of many homes and the mobility of people in general add to their problems. Effective action on such widespread difficulties as overcrowding, teacher shortage, insufficient salaries, and civic indifference of youth, can come only through the combined and harmonious efforts of laymen and educators.

Rich Township High School, Park Forest, Illinois, is an example of the results which can be obtained by united action. There a community of 17,000 vigorous young family people, through its citizens committee, board of education, and architect, developed and executed plans for a modern \$1,600,000 high school, which was cut and tailored to its own educational philosophy. Citizens committees began the work by distributing a questionnaire to each home to find out what kind of courses, services, and facilities the school should provide. The results indicated that the people wanted a community school emphasizing practical citizenship training and broad cultural course offerings rather than vocational education.

Without finding out what the people wanted, Rich Township could not have built for the educational needs and desires of its residents so successfully. Another community might find that its families wanted ad-

ditional practical courses rather than general ones. With differing goals, problems to be solved, and resources available, each town or city can best take its own educational measurements.

The initiative for surveying citizens attitudes toward their schools is not necessarily local. It may be done on a statewide basis. For example, the North Carolina State Education Commission prepared and distributed a questionnaire, "Opinions of Citizens About North Carolina Schools"; and in Michigan in 1951 the late Commissioner of Education, Lee M. Thurston, then State Superintendent of the Department of Public Instruction, distributed a questionnaire, "How Would You Answer This?" to all superintendents. This was designed by the Michigan Commission on Educational Policies to learn from the public what they would do if they were in charge of public schools of their community. The applicability of this questionnaire is evidenced by its later adoption as a sample by the National Citizens Commission for the Public Schools.

No Axe To Grind

The poll to find out what people want must first of all be completely impartial. It will be of little value if there is any public feeling that the questionnaire was slanted by school authorities or anyone with an axe to grind. To accomplish objectivity the undertaking may be turned over to a public opinion research agency, or a questionnaire such as that published in the National Citizens Commission guidebook, *How Can We Organize For Better Schools?* can be adapted by a citizens committee and school administration for local use.

Publicity is a most vital part of the poll—AFTER the tabulation has been made. No publicity should be given the

With the People Polls To Help Improve Their Schools

poll in advance. The purpose of the poll is to obtain a true expression of public opinion. Discussion and debate could result in the conditioning of opinion—especially if there were a small but vocal minority in the community.

What the Citizens Think

Whatever the form of the questionnaire, it should find out what the citizens think of their schools and what changes they think ought to be made. It should cover personal adjustment as well as the effectiveness of the acquisition of information, for example:

How good a job do you feel the schools do nowadays in developing:

	Good	Fair	Poor
Politeness			
Honesty			
A Pleasing Personality			
Good Citizenship			
Discipline (in the school)			

In your opinion, are today's youngsters who have finished grammar school as well educated as you were when you finished grammar school?

It is as important whom you ask as what you ask. The results of a poll will not reflect public opinion if the questionnaires are not widely distributed. In smaller communities, a questionnaire may be sent to each house. It has been found that the greatest percentage of return is usually obtained by sending questionnaires home with children in elementary grades to be returned in a day or so. Since about 50 percent of homes have children, a wide sampling will be obtained by sending an additional questionnaire with each child to be given a neighbor. Other methods of distribution include mailing to a list from the city directory, telephone book, or voters list; selecting the parents of every fifth child in

school, or the parents in every other grade; distributing through civic groups; and on-the-spot answering after speeches by school authorities. If the poll covers the secondary school, don't forget the pupils and youth groups.

Tabulation will be done by the public opinion research agency if one is employed, or it may be an excellent project for the civics class. Some sorting—as for those who do and do not have children in school, those who do or do not own property, or those who think the schools are or are not doing a good job—is valuable in evaluating the survey.

Now the poll is ready for publicity. It cannot have too much. The findings of the poll should be well distributed and interpreted to members of the school board, school administration, community leaders, and organizations, press, and radio.

Lack of Information

Criticism of schools sometimes stems from lack of information on their operation. On the one hand an objective survey brings to light those areas in which the public may be ignorant or misinformed. Such information provides invaluable material for school publicity and speeches by educators.

On the other hand, a survey may show that there is general public agreement to do something the school board has regarded as controversial—such as the teaching of sex education or instruction in the understanding of religion. In seeking to identify problems, the board can thus avoid being misled by a minority opinion.

Finally, the poll provides educators and citizens with a blueprint for the future—a goal toward which cooperative action may be taken. In exercising the dynamic democracy of frontier days, the public may find it also recaptures the school which lives

not steriley apart from the community but vigorously meets the needs of every day living.

Send to **SCHOOL LIFE** the story of your experience in the use of opinion polls in your school's program.

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Progress Report of Elementary-School Science

by Glenn O. Blough and Paul E. Blackwood, Specialists for Science

MANY THINGS point to an increased interest in the teaching of science at the elementary level. Yearbooks, bulletins, textbooks, meetings, workshops, and other educational means are being used to help teachers improve their teaching and provide assistance in curriculum building. On the State level many things are happening that may be of general interest. The following brief statements represent such information as has recently come to our attention from many States.

Alabama has a number of study groups and preschool conferences throughout the State that spend much time in the field of science. They also plan to extend the number of science workshops.

Alaska reports that a general course of study or bulletin, which will include science, is in preparation.

Arizona has prepared, through cooperative endeavor, a teaching guide in science which will be tried out in mimeographed form this year. Next year the major emphasis will be on the teaching of science.

Arkansas hopes to improve its science teaching through an in-service program that as yet is in the thought stage.

California reports two active associations composed of teachers and administrators, one in Northern California, the other in Southern California. The State department works through these associations to improve the science teaching. Workshops are held during the summer at colleges and universities. The State bulletin on *Science Education in the Elementary School* is now out of print, but there are plans to revise and reissue it.

Colorado stresses conservation in its school program, and several in-service workshops are in progress in the State.

Connecticut State Department is working with a newly formed science association (elementary and secondary) through in-service groups cooperating in producing a new elementary school guide.

Delaware plans to improve science teaching through in-service education. Science

teaching suggestions are included in general elementary bulletin.

Florida has published its science bulletin separately and includes science in its overall plan for improvement of instruction.

Georgia reports that many local systems have well-planned and well-organized in-service teacher-education programs. Systems are encouraged to develop science curriculum materials at the local levels. There are science textbooks in every system. Summer workshops, consultative services, regional clinics, and science fairs are stimulated by the State department.

Hawaii reports plans to improve teaching through university courses and workshops.

Iowa reports a bulletin in the process of preparation that may be issued separately. Camping and conservation education are essential considerations in the science program.

Kansas has plans for implementing its separately published science bulletin through teachers college workshops.

Kentucky State Department indicates that it has plans for improving elementary

science instruction both through publications and in-service education.

Louisiana expects to receive a new general handbook from the printer shortly; in it there is a section on science. The State department is planning a curriculum study in science which will culminate with the production of a science handbook for grades 1-12. It has plans for workshops sponsored by local school systems and the State department as well as plans for college workshops.

Maine indicates tentative plans for improving science instruction through work conferences and publications. One section of a *Primary Guide* is ready for publication.

Maryland is promoting science through local workshops, discussion, and demonstrations. Science is a part of every school's program. Bulletins are published by local systems.

Michigan reports that it has conducted workshops and conferences in all areas of the State and that science is usually one of the needs expressed by the teachers at these events. The department encourages



State Departments work with universities and colleges to give teachers experiences in "making" and "doing" in science. This workshop at the University of Indiana provides opportunity for teachers that will result in better teaching and learning for thousands of boys and girls.

science teaching throughout the elementary schools as part of the total program.

Mississippi reports plans for improving instruction in science through publications and in-service education.

Missouri will have copies of its general curriculum bulletin (of which science is a part) ready for distribution after October 15. It presents a fused program of science and social studies. About 15 pilot centers have been established in the State to plan ways of using the bulletin.

Montana reports that its colleges offer workshops during the summer and that conservation groups have made scholarships available to many teachers. Several counties are sponsoring field trips for the study of conservation.

Nebraska included science as one of the considerations at its last summer's supervisors workshop and has a separately published science bulletin.

Nevada hopes to have a science outline ready for distribution shortly. It was developed in a 1953 summer workshop. The department is also "moving slowly" toward the printing of a revised or new course of study.

New Jersey is at work on a science bulletin and hopes to make it cover kindergarten through twelfth grade. Science workshops are held in many parts of the State.

New Mexico has a separate publication on elementary science under way and has plans for increasing in-service aid to teachers. The teaching of elementary science is considered extremely important in the public schools of New Mexico and is included in the curriculum beginning in the first grade.

New Hampshire reports plans for workshops and extension courses and reevaluation plans for the Teachers College Program in elementary science offerings.

New York is revising its handbook on the teaching of elementary school science and has set the present school year as the publication date. The field service of the State department will strengthen its program through conferences, workshops, and individual assistance. Instruction in science in New York State is planned as a 13-year program. In the elementary school it is concerned with the "how and why" of the child's environment. In the 7th, 8th, and 9th grades science instruction is more com-

prehensive, and in the last 3 years of the secondary school it becomes a more detailed study of specific fields.

North Carolina's new elementary science bulletin is at the printers. Many teachers and other educators have been involved in its preparation, and plans are under way to introduce the publication through local workshops, discussions, professional study. *North Dakota* hopes to have useful publications available to help the science program in the school and is active in in-service education.

Ohio reports use of workshops that emphasize science as part of the elementary cur-

riculum and has a separately published science bulletin.

Oregon reports plans for improving instructions through production of guides and through an in-service program. There is a State bulletin.

Pennsylvania is in the planning stage of developing a publication that will help teachers to better understand and implement the teaching of science as part of a social living area. The social living area includes: geography, history, civics, elementary science, and social learnings. The publication will be done through a statewide

(Continued on page 47)

America's Great Voice

by Ward W. Keeseker*

THE YOUTH OF AMERICA, through their teachers, should hear and understand the great voice of America—and that voice is a positive one. The American people by their native genius, stimulated by their religious and political concepts of individual liberty, have produced the greatest scientific, industrial, and political power the world has ever known.

What is the great voice of America? And where may it be heard?

The great voice of America must be sought for in the ideals, principles, and faith upon which our American Republic was founded and which have made the Nation strong and great. Our ideals of religious and political freedom, more than those of any other nation, have stimulated private initiative, invention, and scientific and industrial might.

The voice of America may be heard in our schools and in our churches. Our Nation's voice and its future strength resounds from the vibrant voices of millions of young Americans in the songs they sing and in the avowed faith and words: "I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands * * *." This great voice of our country is heard in the roar of its dynamos, motors, and great factories of production. It may be heard in the sizzling crash of white-hot furnaces turning out great quantities of steel for national defense and domestic development. It is heard in the hum of our atomic energy plants. It is heard from our mighty aircraft fleets. It resounds from the measured cadences of the marching feet of our army of men, and from a united people advancing under the Star-Spangled Banner in defense of our ideals and homeland and of world peace. This is the kind of voice which the Communist world and its leaders can understand. Let this great voice of America be heard in all its fullness. In the words of Abraham Lincoln, as he observed with respect to reverence for the law, "Let it be taught in the schools; in seminaries; in colleges; let it be written in primers, spelling books, and almanacs; let it be preached from the pulpit, proclaimed in legislative halls * * *. And in short, let it become the political religion of the Nation."

If education in America will imbue youth with an understanding of the great voice of America, its ideals of freedom and its industrial might, and if by policies of international good will and diplomacy and by radio and television this voice is heard and reflected among the nations of the world, we need have no fear for the future destiny of America. Communism will languish, and America will assume its rightful place in world leadership and in world peace. We may then go on, swelling again the cause of the Republic, adding peace to the world and "giving light unto the nations, liberty to man, and honor to God."

*Dr. Keeseker, Specialist in School Legislation, Office of Education, is also the author of "Education in American Ideals of Freedom—The High Calling of Teachers," *SCHOOL LIFE*, May 1953. This statement is an appropriate companion piece of the former article.

School Building Cost

(Continued from page 34)

1. Northern New England	4. Southeast	7. West North Central—Continued
MAINE	ALABAMA	MINNESOTA
NEW HAMPSHIRE	FLORIDA	MISSOURI
VERMONT	GEORGIA	NEBRASKA
2. Upper Atlantic	MISSISSIPPI	NORTH DAKOTA
CONNECTICUT	SOUTH CAROLINA	SOUTH DAKOTA
DELAWARE		
MARYLAND		
MASSACHUSETTS		
NEW JERSEY		
NEW YORK		
PENNSYLVANIA		
RHODE ISLAND		
DISTRICT OF COLUMBIA		
3. Middle East	5. Southwest	8. Mountain
KENTUCKY	ARKANSAS	ARIZONA
NORTH CAROLINA	LOUISIANA	COLORADO
TENNESSEE	OKLAHOMA	IDAHO
VIRGINIA	TEXAS	MONTANA
WEST VIRGINIA		NEW MEXICO
		UTAH
		WYOMING
	6. East North Central	9. Far West
	ILLINOIS	CALIFORNIA
	INDIANA	NEVADA
	MICHIGAN	OREGON
	OHIO	WASHINGTON
	WISCONSIN	
	7. West North Central	
	IOWA	
	KANSAS	

The tabulations in this report provide information on 3,003 new school buildings, with 43,339 classrooms, divided as indicated in tables 1 and 2.

Table 1.—Number of School Buildings

Type school	Fire-resistant	Semifire-resistant	Combustible	Total
Elementary	1,332	758	244	2,334
Junior High	120	25	18	163
Senior High	361	121	24	506
Total	1,813	904	286	3,003

Table 2.—Number of Classrooms

Type school	Fire-resistant	Semifire-resistant	Combustible	Total
Elementary	17,925	8,065	2,688	28,678
Junior High	3,435	516	364	4,315
Senior High	8,172	1,887	287	10,346
Total	29,532	10,468	3,339	43,339

reported directly from local school districts. Costs per square foot, costs per classroom, and building area in square feet per classroom have been derived from field data.

Regions.—Project data were tabulated by States; but, in order to obtain a reasonable sampling by type of school and type of construction, it seemed advisable to group the data from the States of contiguous geographic regions. Although this

was done arbitrarily, an attempt was made to obtain the best possible groupings on the basis of construction practices and price levels as well as geography. There was some variation in unit costs among the different States in a given region. There were also substantial differences in unit costs within each State, especially between urban and rural areas. This report makes

(Continued on page 46)

Children Not in School

(Continued from page 35)

that a certificate of vaccination be presented before admitting any child to school. For numerous other reasons it is also advisable to have the official record of the date of birth presented as soon as possible.

Immediately upon withdrawal of the pupil from school the new Transfer Card, Form PICA-23TC, with the attached Receipt, Form PICA-23TCR, should be mailed to the next school which the child expects to attend, when such information is known; otherwise, it should be given to the parent for transmittal. Immediately when a migrant child arrives at a school, the teacher or principal should fill in the "Receipt of Transfer and Request for Health and School Records" and return same to the school where the pupil last attended, so that the records may be forwarded promptly. This procedure will make it possible for the essential records to follow these children. It would be very desirable if the school could provide portfolios for certain records such as the official record of the date of birth, vaccination certificate, report card, and any other incidental information which might be helpful to the new teacher. Such records could thus be kept intact and carried from place to place by the parent to be presented to each new teacher.

These families can make an important contribution to the local educational program, as a result of their experience and travel in connection with seasonal employment. In order that every opportunity may be given migrant children to use the educational facilities in Pennsylvania and in order that our children may profit from the experience of these transitory children, the attached suggested letter of welcome and instruction has been prepared for distribution to these seasonal workers. Will you be kind enough to make arrangements for the distribution of this letter.

Sincerely yours,
Department of Public Instruction.

A second way of getting better attendance is through letters prepared for distribution to migrant parents inviting them to send their children to school.

Letters to Migrant Workers

In Morgan County, Colo., a special letter was prepared for local school superintend-

ents to distribute to growers in their area. It was written in Spanish. Following is a translation of the letter. It was addressed to migrant agricultural workers and given to the workers by sugar company representatives at the time workers were hired.

To New Agricultural Workers in Morgan County

Welcome:

The schools of Morgan County welcome you and your family to Colorado.

We invite you to send your children to school. The ranch owner for whom you work can tell you to what school you should send your children. We want you to know that your children will be welcome to our schools although they remain only a few weeks of this school term. Send them to the school although they may not have attended regularly anywhere else.

They can wear everyday clothes. Our children here use jeans or clothes that can be washed.

We hope your children will like our schools so that you will send them again to begin the next term, that is, in September.

If you have questions see any one of the superintendents whose names are printed at the bottom of this letter.

(Signed by all the superintendents
of the schools involved.)

The Pennsylvania Department of Public Instruction has likewise prepared a letter for distribution by local school superintendents to migrant families.

To Workers Located in Pennsylvania During the Planting and Harvesting Seasons and Who Have Children of School Age: Welcome to the Schools of Pennsylvania:

Each year there are many families who come to Pennsylvania to help plant and harvest crops such as peas, beans, tomatoes, potatoes, apples, peaches, and grapes. Without your help, many of these crops could not be planted and harvested. While you are in Pennsylvania we welcome you to our schools. Your children with their wide travel experience and knowledge of crop raising in various parts of the country can be of help to the children in our local schools and at the same time your children will benefit from attending our schools.

The School Laws of Pennsylvania offer your children free public school education. It is your duty and privilege to send them

to school and it is the duty of the schools to accept them.

Your children should have the following records with them in order to enter school in Pennsylvania.

- (1) *Official record of the date of birth*
- (2) *Vaccination certificate*

Also, it would help the Pennsylvania school to serve your children better if it had the following records:

- (1) *Transfer card*
- (2) *Health and dental record*
- (3) *Personal health history*
- (4) *Other available school records*

Maybe you have brought these with you. If you have not, have your children come to school anyway and we will help you get the necessary records. We are sure that you will help our schools to get these records.

If you do not have a folder for these records, ask the teacher or principal in the first school your child enters in Pennsylvania to give you one. When you move, these records must either be mailed by the teacher to the next school or given to you to give to the teacher in the next school. Take these records with you wherever you go, so that your children can make the change from one school to another without any trouble or delay.

Sincerely yours,

(Signed by local
School Superintendents.)

The use of letters to teachers, to school officials, and to parents of migrant children is of course only one aspect of a broader program for getting migrant children in school. Since, however, it is an important aspect it has been highlighted in this article. Perhaps the letters may be adapted for use in other communities where migrant children are present.

International Core

(Continued from page 36)

current intellectual diet to include materials now almost totally lacking. There should be a revival of interest in languages, and such languages should be taught as early in the school program as experiments indicate to be practicable in our culture. The variety of languages could also be broadened on all levels.

Basically, there should be an international core in every level, from the elementary grades through the 10th year of formal schooling. In grades 1 to 6 I would suggest that this could be achieved generally without much change in the curriculum, but through textbooks and teaching aids, and experiences which bring the children more authentic impressions and information about the world outside America and Western Europe. Experiments in language teaching in elementary schools are now in progress in many cities, including Washington, D. C. These will help us learn how early our schools can profitably begin the teaching of languages.

I would suggest that in junior and senior high school languages should receive a greater emphasis, that literature classes include more great literature in translation, that the social sciences be oriented towards introducing the student to the world as a whole rather than to a part of the world. There might be courses in world geography and elementary anthropology, and the history courses should pay more attention to the Far East, the Arabic nations, South Asia, and South America.

In college, I suggest the development of a solid international core which would be required of all undergraduates, perhaps 16 semester hours in geography, anthropology, world history, comparative government, linguistics, and literature and philosophy in translation.

We should not face another great military crisis as poorly prepared as we were in 1941 to live and to fight in remote regions most Americans will never see. We should be better prepared than we are to accept our responsibility in peacetime in a world in transition. Education has a major responsibility to prepare our young people to live and to work effectively in a world in constant change.

What America has achieved she owes in a large measure to her schools. Our educational system, from the early cross-roads school to the land-grant university, has been functional. As each new social challenge has appeared, educational statesmen have developed solutions and have met the challenge.

Today, in the time of our greatest national crisis, our educational statesmen face their greatest opportunity to serve the American people.

America—Alert!

(Continued from page 37)

myriad of other ways, youth will search out the scientific aspects of disaster radio broadcasting.

Studies of outcome from CONELRAD techniques are appropriate for more mature school, college, and graduate school students. For example: (1) An investigation might be made of the beneficial results obtained by maintaining one-way communication with persons who are safely outside of danger; (2) research might be conducted to determine emotional effect of particular broadcast voices; (3) studies might be made of the effectiveness of selected spoken scripts, or of various musical renditions in dissipating listeners' tensions; or (4) scholarly consideration might be given to the social implications in the CONELRAD plan and the methods by which it may be put into action.

CONELRAD provides interesting resources for discovering and teaching constructive social attitudes and skills at all levels of maturity. It offers to education a facet of protective citizenship in action and an opportunity to perform a tangible service for national security.

Class Size

(Continued from page 39)

In California 29.5 percent fewer candidates completed their teacher training with a major in English in 1953 than in 1952. Furthermore, nearly half of the graduates who qualify for teaching in some States do not enter the profession.^b

There is no easy way out of the class size and teacher load predicament. More facts, especially in local schools and communities, need to be obtained and studied in relation to teaching effectiveness. These facts need to be considered by the school administration and parents of children in school. Future gains in enrollment need to be predicted and plans made to care for them. Finally, since high school English classes are likely to remain large or become even larger, a new emphasis seems desirable in the preservice and inservice training of English teachers. That emphasis is the development of professional competencies in teachers so that they will be able to instruct large classes of pupils efficiently and effectively.

^b *Ibid.*, p. 289-291.

To order copies of the 1953 special issue of *SCHOOL LIFE*, *Citizenship for an Atomic Age* or the 1949 supplement "Atomic Energy Here to Stay", send your request to the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. (25 percent discount on 100 copies or more sent to one address.) Single copy price of 1949 supplement, 10 cents. Price of the supplement, "Citizenship for an Atomic Age," is 15 cents. Enclose check or money order with your request.

School Building Cost

(Continued from page 44)

no attempt to show these variations, but indicates only the *average* unit costs for the regions by type of school and type of construction. In some regions the more extensive construction programs in 1 or 2 States were important factors in determining regional averages, hence the averages by regions cannot be presumed to reflect accurately the unit costs in any specific State. The regions used for compiling data for this report are shown below.

Tables 3, 4, and 5 show a summary of the number of school buildings included in this report, the number of classrooms, the average cost per square foot, the average cost of total building per classroom,

and the average building gross floor area per classroom. These are divided on the bases of types of construction, types of schools, and regional location.

For the schools reported in these tables, the secondary school building costs per classroom are higher than those for elementary schools. This was not necessarily true for costs per square foot. The secondary schools included in this report have 40 to 50 percent more gross area per classroom than do the elementary schools. The number of combustible secondary school buildings probably was insufficient to provide valid averages.

Table 3.—Fire-Resistive Construction

Region	Number of buildings	Number of classrooms	Average cost per square foot	Average cost per classroom	Building gross floor area (average square feet per classroom)
ELEMENTARY SCHOOL BUILDINGS					
1	6	45	\$12.22	\$21,444	1,754
2	338	5,513	18.79	43,164	2,295
3	135	1,757	11.45	23,441	2,046
4	133	1,920	8.77	15,825	1,803
5	121	1,728	11.71	20,292	1,732
6	322	3,826	15.71	32,863	2,089
7	140	1,448	13.59	31,247	2,368
8	65	735	12.55	24,129	1,922
9	72	953	16.65	36,071	2,166
All	1,332	17,925	15.12	31,720	2,097
JUNIOR AND/OR SENIOR HIGH SCHOOL BUILDINGS					
1	1	12	\$6.81	\$17,583	2,583
2	103	3,391	17.58	55,328	3,151
3	88	1,842	11.36	30,027	2,643
4	51	1,123	9.24	21,503	2,323
5	62	1,353	11.77	29,759	2,528
6	84	2,031	15.89	47,383	2,981
7	34	698	13.76	45,873	3,333
8	24	533	12.85	34,037	2,693
9	34	624	16.68	53,453	3,202
All	481	11,607	14.58	41,992	2,879

Table 4.—Semifire-Resistive Construction

Region	Number of buildings	Number of classrooms	Average cost per square foot	Average cost per classroom	Building gross floor area (average square feet per classroom)
ELEMENTARY SCHOOL BUILDINGS					
1	6	67	\$10.73	\$18,179	1,698
2	112	1,335	17.67	36,127	2,043
3	31	275	8.84	16,404	1,858
4	24	265	7.91	13,758	1,739
5	100	1,105	10.16	16,670	1,639
6	106	961	13.63	25,614	1,878
7	64	632	11.70	21,587	1,830
8	46	526	12.63	24,311	1,931
9	269	2,879	13.61	30,800	2,008
All	758	8,065	14.02	26,833	1,913
JUNIOR AND/OR SENIOR HIGH SCHOOL BUILDINGS					
1	2	49	\$11.21	\$24,877	2,204
2	4	98	16.31	45,030	2,766
3	10	171	9.85	20,597	2,083
4	15	241	9.03	20,742	2,336
5	30	446	9.81	19,666	2,004
6	14	249	13.48	39,576	2,934
7	15	149	10.66	24,478	2,284
8	18	262	11.22	28,221	2,513
9	38	738	14.70	44,131	3,001
All	146	2,403	12.43	31,885	2,562

Table 5.—Combustible Construction

ELEMENTARY SCHOOL BUILDINGS					
1	3	29	\$9.74	\$19,241	1,976
2	13	130	16.45	29,361	1,784
3	5	54	10.07	17,352	1,720
4	2	28	10.57	22,107	2,091
5	10	165	9.03	14,036	1,541
6	4	34	9.00	21,441	1,864
7	3	33	10.34	16,757	1,619
8	8	161	10.56	20,055	1,898
9	196	2,054	14.80	28,427	1,910
All	244	2,688	14.05	26,469	1,883
JUNIOR AND/OR SENIOR HIGH SCHOOL BUILDINGS					
1	1	15	\$11.49	\$20,266	1,630
2	1	27	14.63	43,444	2,969
3	3	29	8.44	14,448	1,712
4	10	137	7.90	12,839	1,624
5					
6					
7					
8	2	13	7.87	28,000	3,400
9	25	430	15.06	40,734	2,703
All	42	651	13.56	33,076	2,439

Elementary Science

(Continued from page 43)

production committee. Curriculum improvement centers will be established.

South Carolina has a new bulletin in science in the planning stage. Next summer it intends to hold a workshop.

South Dakota says its science is carried on in connection with the social studies course, and uses in-service conferences to improve the teaching.

Tennessee has published a curriculum framework for grades 1-12. It was cooperatively developed. All schools have in-service programs.

Texas encourages local schools to write their own curriculum guides. A large number of places are giving particular emphasis to the area of social studies and science. The State department is building a file of material on science in the central office which is available on loan to schools.

Utah has a separately published bulletin on science teaching in the elementary school.

Vermont reports extension courses from teachers colleges are serving to improve their elementary science teaching.

Washington State indicates that it has sponsored workshops in the area of atomic energy and conservation and has published bulletins in both of these areas.

West Virginia contemplates work on improvement of science instruction and is placing a growing emphasis on relating science to everyday living. In-service education is emphasized.

Wisconsin has a statewide curriculum group at work on preparation of material. There are several local committees.

Wyoming has a bulletin on elementary science in preparation. The bulletin will be studied by teachers at in-service meetings throughout the State. Their monthly bulletin contains frequent articles on science.

New Section for Guidance and Pupil Personnel

Establishment of a new Guidance and Pupil-Personnel Section in the Office of Education was recently announced.

This new unit's program will include studies and research in the techniques of guidance and pupil-personnel work. It will give attention to the important new

relationships between such work and the development of modern curriculums. The pupil-personnel phase will include cooperation with such disciplines as those of social work, medicine, and psychology, so as to bring about the most effective integration in these related fields.

On all matters of guidance and pupil per-

sonnel for elementary and secondary schools, this section's staff will work with relevant personnel in State departments of education, institutions engaged in counselor preparation, and professional organizations. The section will cooperate also with other Federal and State agencies which have elements in their programs related to

its field of work and responsibility.

Chief of the new section is Harry A. Jager. Other Office of Education specialists assigned to the section are Leonard M. Miller and David A. Segel. The section is a part of the Division of State and Local School Systems directed by Wayne O. Reed, Assistant Commissioner.

New Books and Pamphlets

Susan O. Futterer, Associate Librarian, U. S. Department of Health, Education, and Welfare

(Books and pamphlets listed should be ordered from the publishers)

Bibliography on Personality and Social Development of the Child, Compiled by Christoph Heinicke and *Selected Ethnographic Sources on Child Training*, Compiled by Beatrice Blyth Whiting. New York, Social Science Research Council, 1953. 130 p. (Social Science Research Council, Pamphlet 10.) \$1.

Counseling and Guidance. By The Junior Council of the Ohio State University, Columbus, The Ohio State University, 1951. 41 p.

Current Books: Senior Booklist of the Secondary Education Board. Milton, Mass., Secondary Education Board, 1951. 42 p. Illus. \$0.25.

Diagnosing Human Relations Needs. By Hilda Taba, Elizabeth Hall Brady, John T. Robinson, and William E. Vickery. Washington, American Council on Education, 1951. 153 p. (Studies in Intergroup Relations.) \$1.75.

Guiding Children in School and Out. Articles from 1952-53 Issues Childhood Education, Washington, D. C., Association for Childhood Education International, 1953. 36 p. Illus. (Reprint Service Bulletin, No. 25.) 50 cents.

Helping Children Develop Moral Values. By Ashley Montagu. Chicago, Ill., Science Research Associates, Inc., 1953. 49 p. Illus. (Better Living Booklets.) 40 cents.

New Hope for the Retarded; Enriching the Lives of Exceptional Children. By Morris P. and Miriam Pollock. Boston, Porter Sargent, 1953. 176 p. Illus. \$3.50.

Off-Campus Student Teaching. 1951 Yearbook of The Association for Student Teaching. Prepared by the Yearbook Committee. Edited by Morton S. Malter and Troy L. Stearns. Lock Haven, Pa., The Association for Student Teaching, State Teachers College, 1951. 205 p. \$2.00. (Order from: Allen D. Patterson, Executive Secretary of the Association for Student Teaching, State Teachers College, Lock Haven, Pennsylvania.)

Opportunities for Education in the Next Decade. Proceedings of the Co-operative Conference for Administrative Officers of Public and Private Schools, Northwestern University—The University of Chicago, 1951. Compiled by and edited by E. T. McSwain and Jack R. Childress. Chicago, The University of Chicago Press, 1951. 112 p. \$3.25.

Practical Guidance Methods for Counselors, Teachers and Administrators. By Robert H. Knapp. New York, McGraw-Hill Book Company, Inc., 1953. 320 p. \$4.25.

Promotion Ideas For Public Libraries. Written and Illustrated by Sarah Leslie Wallace. Chicago, American Library Association, 1953. 82 p. \$1.50.

Recreation in the American Community. By Howard G. Danford. New York, Harper and Brothers, 1953. 464 p. \$5.

School Health Services . . . A Report of the Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association with the Cooperation of Contributors and Consultants. Charles C. Wilson, Editor. Washington, D. C., National Education Association and American Medical Association, 1953. 486 p. Illus. \$5.

They Found a Way. Report of National Conference on Safety Education in Elementary Schools, Indiana University, August 18-22, 1952. Washington, D. C., National Commission on Safety Education, National Education Association, 1953. 32 p. Illus. 35 cents.

Thoughts Along the Way. By Walter E. Myer. Washington, D. C., Hugh Birch-Horace Mann Fund, The National Education Association of the United States, 1953. 222 p. \$2.

University Extension in the United States. A Study by the National University Extension Association, Made with the Assistance of a Grant from the Fund for Adult Education. John R. Morton, Director. Birmingham, University of Alabama Press, 1953. 144 p. Cloth \$2.25. Paper \$1.

You Can Teach Music, A Handbook for the Classroom Teacher. By Paul Wentworth Mathews. New York, E. P. Dutton and Co., Inc., 1953. 178 p. Illus. \$3.75.

Your School Clubs, A Complete Guide to 500 Activities for Group Leaders and Members. By Nellie Zetta Thompson. New York, E. P. Dutton and Co., Inc., 1953. 317 p. \$3.50.

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Edna K. Cave, Reports and Technical Services

Office of Education

Art Education. Prepared by Arne W. Randall. Selected References No. 24, June 1951 (Reprinted June 1953). Free.

Home, School, and Community Experiences in the Homemaking Program. By Druzilla Kent. Vocational Division Bulletin No. 252, Home Economics Education Series No. 29. 1953. 25 cents.

How Children Learn to Write. By Helen K. Macintosh and Wilhelmina Hill. Bulletin 1953, No. 2. 15 cents.

Information About Publications and Leaders in General Education. Loose Leaf Circular No. 1, October 1, 1953. Free.

Librarians as Teachers. By Nora E. Beust. Reprint from *School Life*, March 1953. Free.

Mathematics in Public High Schools. By Kenneth E. Brown. Bulletin 1953, No. 5. 20 cents.

Professional Literature for Teachers of Elementary Science. Prepared by Glenn O. Blough and Paul E. Blackwood. Selected References No. 3, Revised June 1951. Free.

Science Education Research Studies—1951. Prepared by Philip G. Johnson. Selected Science Services, Circular No. 334-III, February 1952. Free.

Science Education Research Studies—1952. Prepared by Philip G. Johnson. Selected Science Services, Circular No. 334-IV, June 1953. Free.

A Selected List of School Plant Literature. June 1, 1953. Free.

Selected References and Briefs Related to Elementary Education. Selected References No. 8, July 1953. Free.

Selected References to Extraclass Activities, 1950-53. By Ellsworth Tompkins and Walter H. Gaumnitz. Circular No. 340, Revised June 1953. Free.

Selected References to the Junior High School. By Walter H. Gaumnitz and Gertrude M. Lewis. Circular No. 369, April 1953. Free.

Selected References to Student Councils, 1947-53. Prepared by Ellsworth Tompkins. Circular No. 341, Revised June 1953. Free.

Teaching Aids for Developing International Understanding—Scandinavia. Free.

Statistics of Land-Grant Colleges and Universities, Year Ended June 30, 1952. Prepared by Maude Farr and Robert C. Story. Bulletin 1953, No. 1. 20 cents.

Suggestions Relating to Home and Correspondence Study. By Walter H. Gaumnitz. Circular No. 309, Revised June 1953. Free.

Summaries of Studies in Agricultural Education, Supplement No. 6. Vocational Division Bulletin No. 251, Agricultural Series No. 63, 1953. 30 cents.

Teaching Aids for Developing International Understanding—Bibliography of Spanish Books for Children. By Delia Goetz. Free.

Testing High School Students for College. By Walter G. Daniel. Reprint from *School Life*, June 1953. Free.

Department of Health, Education, and Welfare

Poliomyelitis (Infantile Paralysis). Public Health Service, Health Information Series No. 8, Revised 1953. 5 cents.

Some Facts About Juvenile Delinquency. Social Security Administration, Children's Bureau Publication No. 340, 1953. Free.

What's Happening to Delinquent Children in Your Town? Social Security Administration, Children's Bureau Publication No. 342, 1953. 15 cents.

Other Government Agencies

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The Arctic Bibliography. Lists and summarizes the contents of 20,000 of the more important publications on the region, which are available in principal libraries of the United States and Canada, 1953. Clothbound, \$12.75 per set of 3 volumes.

Department of the Interior

Alaska's Fish and Wildlife. 1953. 25 cents.

Department of Labor

Family Income, Expenditures, and Savings in 1950. 1953. 35 cents.

Department of State

Where to Go for UN Information. Revised 1953. 15 cents.

Government Printing Office

34 Government Publications on Civil Aviation. A Superintendent of Documents Price List. Free.

U. S. House of Representatives

Organized Communism in the United States. Prepared and released by the Committee on Un-American Activities, 1953. 35 cents.

United States Senate

Our Capitol, Factual Information Pertaining to Our Capitol and Places of Historic Interest in the National Capitol. A description with illustrations of the Capitol, Senate Chamber, House of Representatives Chamber, Library of Congress, U. S. Supreme Court, White House, Washington Monument, Lincoln Memorial, Jefferson Memorial, Lee Mansion, Tomb of the Unknown Soldier, Arlington Cemetery, and Mount Vernon. Senate Document No. 72, 1953. 25 cents.

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